

DOK Assessment Analysis Template

(adapted from Grant Wiggins and Webb's DOK Levels.)

Content Area: _____

Grade Level: _____

Use the chart below to place each question at its appropriate DOK level. Then determine the percentage of the test that falls in each level.

DOK Level	Questions	Percentage of Assessment
LEVEL 1: (RECALL & REPRODUCTION) Recall or recognition of a fact, and/or information (definitions, terms, dates, etc.), required to complete a problem or task.		
LEVEL 2: (BASIC APPLICATION OF SKILLS AND CONCEPTS) Using information, using conceptual knowledge, selecting and/or applying appropriate procedures; includes the engagement of some mental processing beyond recalling or reproducing a response; requires a decision as to how to approach a problem or task.		
LEVEL 3: (STRATEGIC THINKING) Requires reasoning, developing a plan for approaching a problem or task, decision making, justification, and complex thinking.		
LEVEL 4: (EXTENDED THINKING) An investigation or application that requires time to research, think, and process multiple conditions of the problem or task; includes non-routine manipulation or connections across disciplines/content areas/multiple sources.		

Notes/General Analysis of Assessment:

Based on the test you are reviewing:

To what extent are the targeted understandings:

- Big ideas (as opposed to basic facts and skills) in need of uncoverage?
- Specific enough to guide teaching and assessing?
- Framed by provocative essential and unit questions?

extensively	somewhat	minimally

To what extent does the assessment evidence provide:

- A valid and reliable measure of the targeted understandings?
- Sufficient information to support inferences about each student's understanding?
- Opportunities for students to exhibit their understandings through authentic performance tasks?

	Very Likely	Somewhat likely	Very unlikely
1. How likely is it that a student could do well on the assessment by -			
• Making clever guesses or parroting back or "plugging in" what was learned, with accurate recall but limited or no understanding			
• Making a good-faith effort, with lots of hard work and enthusiasm, but with limited understanding?			
• Producing a lovely product or an engaging and articulate performance, but with limited understanding?			
2. How likely is it that a student could do poorly on the assessment by -			
• Failing to meet the requirements of this particular task while nonetheless revealing a good understanding of the ideas?			
• Not being skilled at certain aspects of the task, but those skills are not central to the goal or involve outside learning or natural talent (e.g., requiring acting or computer ability unrelated to Stage 1 goals)?			

Recommendations: